



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

17901 W Lundberg St, Surprise, AZ 85374

Dysart Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04	Not Evaluated
2002-03	Not Evaluated
2001-02	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Margaret Crespo
 Schedule : 7:30 AM to 4:00 PM
 Grades : 9-11
 2004 Enrollment : 1658
 Web Address : dysart.org
 Phone Number : (623) 523-8000
 Fax Number : (623) 523-8011
 E-mail : mcrespo@dysart.org

Mission

WCHS will provide a quality instructional program designed to CHALLENGE each student to reach their potential. Through a focus on character, community involvement, technology, and a standards-based curriculum, we will create a community of learners.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Not Evaluated
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Excellence in Curriculum Teachers will develop challenging, cohesive, problem based instruction using "best practices" to facilitate student success.
- ü School Structure - We will provide a customer friendly environment responding to the needs of all stakeholders within the educational community.

Enrollment

October 1, 2003 School Year Student Enrollment : 858
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 163

Instructional Programs

- ü Honors/Advanced Placement
- ü Success/Achievement Academies
- ü Math/Science/Tech

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

School Structure - We will provide a customer friendly environment responding to the needs of all stakeholders within the educational community.

Parents

The parents are responsible for assisting in building the tradition and excellence at Willow Canyon High School by communicating with the children and the school on a regular basis and modeling the behavior we all expect from our students.

Transportation Policy

Transportation is not provided for students on variances. Transportation is provided for high school students who live more than 1.5 miles away from the school.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	337	608	65934	98	99	100	477	472	492	59	65	43	22	20	18	14	11	24	5	4	15
All Students (Prior Year)	--	274	57534	--	64	91	--	471	491	--	68	46	--	16	16	--	12	23	--	4	15
Female	155	293	32586	97	98	100	473	471	491	63	69	44	25	21	19	8	7	24	4	3	14
Male	181	313	33226	98	98	99	480	474	493	56	62	42	20	19	18	18	16	24	6	4	16
African American	20	55	3042	95	98	98	470	465	478	75	78	58	15	15	19	5	5	17	5	2	6
Hispanic	115	261	21740	96	96	100	466	463	475	77	80	63	14	13	17	8	6	15	2	2	5
Asian/Pacific Islander	NC	18	1643	NC	100	99	NC	489	519	NC	56	23	NC	17	13	NC	6	30	NC	22	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	191	267	34819	98	100	99	483	482	505	48	49	27	27	28	20	18	18	31	7	5	22
Students with Disabilities	26	50	6507	87	94	100	444	442	456	96	98	83	0	0	9	0	0	6	4	2	2
Students without Disabilities	311	558	59427	99	99	100	479	475	494	56	62	41	24	21	19	15	12	25	5	4	16
Limited English Proficient Students	36	71	6793	100	100	100	456	455	464	86	87	79	8	6	11	6	7	8	0	0	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	138	312	18745				466	465	475	78	77	64	12	15	16	7	6	15	2	2	5
Non-Economically Disadvantaged	199	296	47182				484	480	499	46	53	35	29	25	19	18	17	27	7	6	19

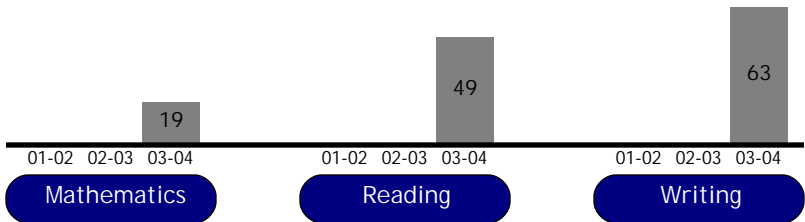
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	349	625	68162	99	99	100	497	492	509	22	28	18	29	29	24	45	41	51	4	3	8
All Students (Prior Year)	--	272	56700	--	64	89	--	497	512	--	20	15	--	32	23	--	45	52	--	3	10
Female	159	294	33509	99	99	100	497	495	513	21	24	15	30	30	23	46	44	52	4	3	9
Male	189	330	34521	98	98	100	497	489	505	23	31	20	29	28	24	45	38	49	4	3	7
African American	21	57	3163	100	98	99	478	483	497	38	32	22	33	35	30	29	33	46	0	0	3
Hispanic	118	266	22624	97	96	100	482	478	487	34	40	32	34	32	31	31	27	35	1	1	2
Asian/Pacific Islander	NC	17	1666	NC	100	100	NC	494	523	NC	24	11	NC	41	17	NC	29	60	NC	6	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	200	275	35727	99	100	100	509	509	526	13	14	7	24	23	17	57	57	64	7	6	12
Students with Disabilities	33	63	6845	100	100	100	456	450	468	69	74	53	19	19	29	13	6	18	0	0	1
Students without Disabilities	316	562	61317	98	98	100	501	497	512	17	22	15	30	30	23	48	44	53	4	4	8
Limited English Proficient Students	36	67	7152	100	99	100	465	463	464	61	63	57	31	25	31	8	12	12	0	0	0
Migrant Students	--	NC	745				--	NC	469	--	NC	51	--	NC	31	--	NC	17	--	NC	1
Economically Disadvantaged	147	323	19528				483	483	487	33	35	31	32	33	32	33	30	34	1	2	2
Non-Economically Disadvantaged	202	302	48595				508	502	518	14	19	13	27	24	20	54	52	57	6	4	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	348	624	67629	98	99	100	517	507	524	22	27	22	15	16	16	62	56	59	1	1	3
All Students (Prior Year)	--	325	55090	--	76	87	--	461	479	--	22	16	--	12	13	--	66	70	--	0	0
Female	159	295	33347	99	99	100	525	524	537	20	21	17	13	14	15	66	63	64	1	1	4
Male	188	328	34151	97	98	99	511	492	512	24	32	27	17	17	18	59	50	54	0	0	2
African American	21	58	3150	100	100	99	500	513	515	19	19	24	19	26	19	62	53	56	0	2	2
Hispanic	118	266	22313	97	96	100	496	484	493	31	38	34	18	14	19	52	48	46	0	0	1
Asian/Pacific Islander	NC	17	1659	NC	100	100	NC	510	564	NC	18	11	NC	24	12	NC	59	68	NC	0	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	199	274	35593	99	99	99	534	529	547	18	18	13	11	14	14	70	67	69	1	1	4
Students with Disabilities	33	60	6712	100	100	100	428	414	445	56	69	61	16	15	18	28	15	21	0	0	0
Students without Disabilities	315	564	60917	98	98	100	527	517	530	19	23	19	15	16	16	66	61	61	1	1	3
Limited English Proficient Students	35	65	6994	100	96	100	453	454	442	60	54	58	17	18	18	23	28	23	0	0	0
Migrant Students	--	NC	732				--	NC	466	--	NC	44	--	NC	23	--	NC	33	--	NC	0
Economically Disadvantaged	145	322	19310				493	493	489	31	33	35	19	17	20	50	50	44	0	0	1
Non-Economically Disadvantaged	203	302	48278				535	523	538	16	21	17	12	15	15	71	64	65	1	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

		2001-2002				2002-2003				2003-2004			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	21	37	--	--	26	41	97	32	NA	42
	Language	--	--	23	38	--	--	26	42	98	34	29	42
	Mathematics	--	--	40	56	--	--	42	60	95	45	44	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Willow Canyon High School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Program Focus
- Ü Community Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	69.00
Other Professional Staff	1.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	4	0	0
4 to 6 years	10	2	0	0
7 to 9 years	3	2	0	0
10 or more years	6	6	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	42
Core academic classes taught by Highly Qualified (NCLB) teachers.	241
Teachers with Emergency Certificaton.	3

Resources Available at School Site

Special Facilities

- Ü 10 Computer Labs
- Ü TV/Media Broadcasting Studio

Extracurricular Activities

- Ü CATS Club
- Ü STUGOV
- Ü FROSH/JV Athletics
- Ü Fine Arts

Social Services

- Ü Counseling Services
- Ü Lang Aquisition
- Ü Dental Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü The Willow Canyon High School architectural plans were submitted and published by the national journal Learning by Design.

ü Todd McFarlane Enterprises provided our mascot.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	98	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	1	NA		3
Status Unknown ¹¹	9			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

EXCELLENCE IN CURRICULUM

Teachers will develop challenging, cohesive, problem based instruction using "best practices" to facilitate student success.

SCHOOL STRUCTURE

We will provide a customer friendly environment responding to the needs of all stakeholders within the educational community.

INVOLVEMENT

Willow Canyon is a place where all are welcome, encouraged to come and valued as an asset.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Amber Eaton	(623) 523-8012
Transportation Policy	Durham School Services	(623) 876-7030
Community Resources	April Beck	(623) 532-8017
School Nutrition Programs	Sodehxo	(623) 876-7000
Parent Organization	Joe Johnson	(623) 523-8000
Student Health/Nurse	Jill Flickenger	(623) 523-8004

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.